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ABSTRACT

A study was conducted by the National Council of Occupational Education to measure the extent to which community, junior, and technical colleges were engaged in economic development activities. A questionnaire was mailed to 1,144 colleges in March and April of 1986, requesting information on the types of economic development activities performed by the colleges and how important these activities were perceived to be. Study findings, based on a a 37.80% response rate, included the following: (1) 52% of the respondents stated that their colleges evaluated their economic development activities and 86% publicized their involvement; (2) 40% had developed and published mission statements referencing economic development; (3) 35% reported the existence of a policy and procedures for economic development; (4) 47% had designated economic development specialists and 77% encouraged faculty involvement in economic development; (5) 95% had established linkages with economic development agencies; and (6) 69.83% provided "quick start" training of employees of new and expanding businesses and industries. The survey instrument and detailed findings are appended. (LAL)

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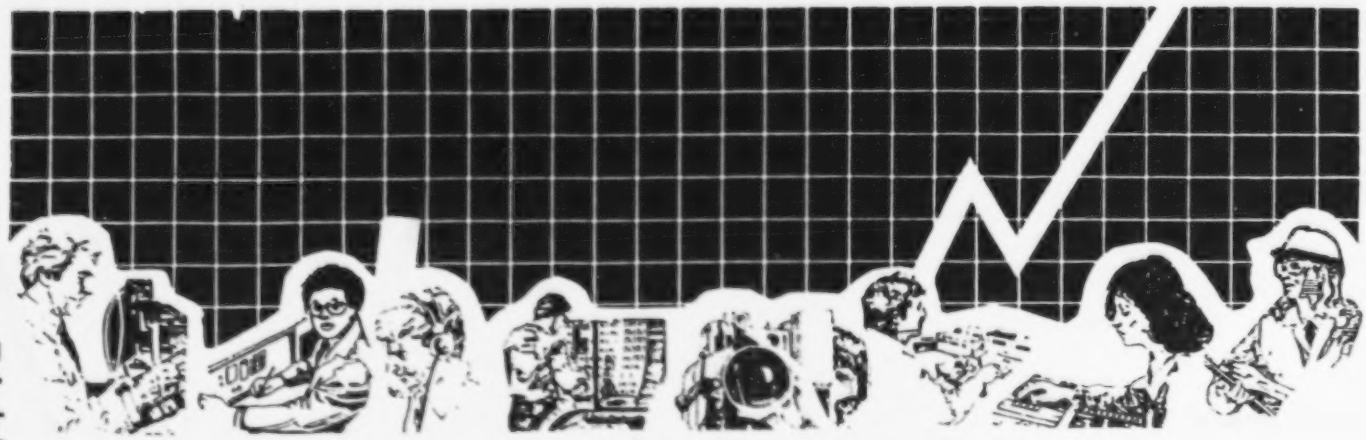

National Council for Occupational Education

Volume II

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NATIONAL COUNCIL FOR OCCUPATIONAL EDUCATION

AN AFFILIATE OF THE AMERICAN ASSOCIATION OF COMMUNITY & JUNIOR COLLEGES

COMMUNITY COLLEGES AND ECONOMIC DEVELOPMENT

A Report of a Study

prepared by the

Task Force on the Role of Community Colleges in Economic Development

for the

National Council for Occupational Education

October 17, 1986

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of the
American Association of Community and Junior Colleges

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THE NATIONAL COUNCIL FOR OCCUPATIONAL EDUCATION

The National Council of Occupational Education (NCOE), an affiliate of the American Association of Community and Junior Colleges (AACJC), represents faculty members, business/industry and economic development coordinators, department heads, deans, administrators, and members of business, industry, military, labor and government concerned with national issues, trends, and legislation relating to postsecondary occupational education.

HUMAN RESOURCE AND ECONOMIC DEVELOPMENT

The association membership had observed a fundamental change in institutional mission at a number of community, junior, and technical colleges with respect to local efforts to promote economic growth and development. Recent articles in the AACJC Community, Technical, and Junior College Journal and other publications had highlighted exemplary economic development activities performed by various colleges throughout the United States. The community college approach to economic development, long an underlying rationale for institutional establishment, appeared to be entering an era of greater diversification, fiscal support, visibility and acceptance. The Council, responding to this apparent change in the missions of community colleges, determined that further investigation and documentation was imperative. It established as a national priority for 1985-86, the examination of community college involvement in human resource and economic development and the drafting of a policy statement.

THE TASK FORCE ON THE ROLE OF COMMUNITY COLLEGES IN ECONOMIC DEVELOPMENT

The NCOE response was to create in July 1985 a group to examine the nature and scope of community college involvement in economic development. The purposes of the group were to redefine and publicize the role of the community college in economic development, to provide a focus for those colleges in the process of assessing their institutional objectives, and to stimulate interest in further research. The Task Force on the Role of Community Colleges in Economic Development was appointed by the Board of Directors of the National Council for Occupational Education at Nashville, Tennessee, July 1985.

SURVEY OF COMMUNITY COLLEGE ECONOMIC DEVELOPMENT ACTIVITY

The initial responsibility of the Task Force was to examine existing sources of information in order to identify the types of economic development activities performed by two-year postsecondary education institutions. At the Annual NCOE Conference held in Denver, Colorado, in October 1985, the Task Force drafted a questionnaire designed to measure the extent to which community, junior, and technical colleges were engaged in economic development activities. This instrument was pilot-tested by Task Force members in the states of Florida, Illinois, South Carolina, Tennessee, and Wisconsin. The final revision of the questionnaire was mailed to 1,144 colleges in March and April of 1986. Responses were received from 442 colleges of which 421 (37.80% of 1,144) were answered completely and, thus, usable.

A workshop session was scheduled in April 1986 at the Annual AACJC Conference in Orlando, Florida, to review and assess the progress of the Task Force study.

Due to the voluminous amount of data received from the nation's colleges, the NCOE Board of Directors requested financial assistance to defray the cost of questionnaire tabulation and data analysis from the American Association of Community and Junior Colleges. The Sears Roebuck Foundation/AACJC "Keeping America Working" project granted NCOE the essential fiscal support in May 1986.

The preliminary findings were reviewed by the NCOE Board of Directors in July 1986 at Chicago, Illinois. A draft monograph describing survey results was prepared, finalized and adopted in October 1986 at the Annual NCOE Convention in San Diego, California.

LIMITATIONS OF THE REPORT

The Task Force chose to report the data in table form to allow the reader to formulate detailed comparisons between national practices and activities performed at his particular college. Of significance to the Task Force was the extent to which the respondents perceived the importance of performing non-traditional activities. The narrative addresses these activities. To illustrate: offering comprehensive job-preparatory certificate and degree programs (Table I & II, Question 45) is a traditional economic development activity; to extend technical assistance, managerial consulting services (Table I & II, Question 24) is non-traditional in nature.

Second, the Task Force decided to make the coding data on the questionnaire available on request to interested colleges and states and at NCOE workshop sessions.

THE COLLEGE AS A CENTER FOR ECONOMIC DEVELOPMENT

ORGANIZING FOR THE TASK

The most significant conclusion of the study is that the nation's colleges are beginning to reexamine the impact they have on the economic development of communities they serve. Fifty-two percent (51.78%) of the administrators who completed the survey instrument stated that their college evaluates the economic development activities in which they engage (Table I, Question 12). Further, colleges are revising their mission statements to include reference to economic development. This evaluation of institutional purpose or mission is consistent with accepted practice in higher education advocated by each of the nation's six regional college accrediting agencies.

PROMOTION

Eighty-six percent (85.99%) reported they publicized their involvement, fifty percent (50.12%) market the commitment of their governing boards, seventy-six percent (76.01%) advertised administrative support of the function, and seventy-three percent (73.40%) promote economic development activities through their advisory committees (Table I, Questions 1, 5, 8, & 9). A question remains. To what extent can these high percentages be attributed to the publishing of traditional economic development activities? (See limitations of the report.)

Organization and administration of the process, not publicity, concludes the Task Force, appear to be weaknesses at many colleges.

MISSION

Over one-third of the respondents (39.90%) have developed and published institutional mission statements (Table I, Question 2) referencing economic development. Of those institutions which have not formulated such statements (60.10%), over half (36.11%), consider them to be either "very important" or "important" (Table II, Question 2). The Task Force projects considerable interest in the formulation and publication of economic

development institutional mission statements based on these statistics and comments made by the respondents.

POLICY

These revised mission statements have fostered the development of related policy statements and the establishment of organizational units which coordinate and administer a broad range of economic development activities.

The Task Force study revealed that administrators at some institutions do not recognize that a relationship exists between their college and economic growth and development. As one respondent stated, "Many of these economic development activities are the 'turf' of local economic development agencies. We have an unwritten non-aggression pact." In sharp contrast, a few states and numerous colleges are formulating position papers and policy statements on community college economic development involvement. A concept paper entitled "The Community College as an Economic Development Center" was published by the California Community College Administrator's Association in early 1986. After the questionnaires for this study were disseminated, members of the Task Force began to receive inquiries from institutions engaged in the writing of policy statements for information on the subject.

Slightly over one-third of the colleges (35.39%) reported the existence of a policy and procedures for economic development. The Task Force projects this percentage will change, based on the fact the thirty percent (38.25%) of those colleges not engaged in this activity perceive it to be important (Tables I & II, Question 10).

PERSONNEL

Forty-seven percent (47.27%) of the responding colleges designate economic development specialists. Among those institutions which have yet to appoint such personnel, twenty-four percent (24.32%) perceive this action to be of

importance to the institution (Tables I & II, Question 3).

A June 1986 issue of The Chronicle of Higher Education listed the availability of the following position at a Florida Community College: "Dean of Economic Development (Senior Administrative Position). Responsible for developing and promoting economic development . . . . Interacts with business leaders, civic organizations, state and local organizations regarding assessment, development and implementation of economic development activities . . . ."

The position titles most commonly contain reference to the words, director, coordinator, or specialist. However, an increasing number of colleges, as indicated by the aforementioned advertisement, have begun to establish deanships, thereby confirming the perceived importance of this position to the college and to the community it serves. The Task Force finds no reason to conclude this trend will not continue.

FACULTY IN-SERVICE TRAINING

Seventy-seven percent (77.43%) of the colleges surveyed encouraged faculty involvement in economic development, but the results suggested that an unmet need remains. Only thirty-five percent (34.92%) of the college administrators stated provision is made for in-service training of faculty and other staff on the fundamentals of economic development. Of major significance is that among those colleges not providing this training, almost half, forty-nine percent (48.93%) perceive such training to be of importance (Tables I & II, Questions 6 & 14).

THE FUTURE

It is the conclusion of the Task Force that the college which assesses its role in local economic growth and development; establishes related institutional objectives; designates the responsibility for coordinating the implementation of economic development activities; appropriates the financial support

of the process; and provides in-service training for faculty and staff on the subject, is making history in the community college movement. The non-traditional innovative approaches which are being developed by numerous colleges are providing an unprecedented level of support to business and industry in the United States.

The importance of the economic development organizational and administrative activities listed in the NCOE questionnaire and perceived by those colleges not currently engaged in these activities, will provide the impetus for change that will have a profound impact on the nation's economy in the next decade.

CATALYTIC ACTIVITIES

Catalytic activities are defined by the Task Force to be those economic activities which are initiated by a college to contribute to the growth and development of local business and industry. In the process, a college's resources are generally not depleted and, therefore, remain available for re-allocation to other economic development projects.

The Task Force characterizes these catalytic activities as non-traditional and innovative in nature.

The Michigan Community College System used the word "catalyst" in this context at the 1982 conference entitled "Michigan Community Colleges--A Catalyst for Economic Development." (A state-level policy statement on college economic development was the product of this meeting.)

DIFFUSION

Diffusion refers to the positive response by community, junior, and technical colleges to new programmatic ideas and the speed with which those ideas are adopted. The diffusion process of economic development innovation appears to be in the early stages. The Task Force concludes, however, that an increasing number of the nation's community colleges have adopted these non-traditional ideas and methods within the past three years.

Leading this diffusion process are several organizations including AACJC, NCOE, and the National Postsecondary Alliance. Of particular significance has been the contribution of the Sears Roebuck Foundation/AACJC, "Keeping America Working" program, which, since 1984, has sponsored and publicized innovative economic development projects at over fifty colleges throughout the nation.

Catalytic activities consist of community college

a. linkage with other state and local agencies to support the establishment of new and expanding business and industry;

b. extension of technical assistance to business and industry in the essential managerial functions of planning, organizing, implementing, and controlling; and,

c. delivery of job-specific entry-level and supplemental customized training.

LINKAGE

Ninety-five percent (95.49%) of the respondents have established linkages with economic development agencies (Table I, Question 28). To illustrate, the State of Illinois, through the Governor's office, has established a Department of Commerce and Community Affairs which works closely with local governmental units, community colleges, chambers of commerce and other economic development groups, and with private industry to promote industry retention, expansion, or new plant and business development. In Mississippi, each junior college has developed "Resource and Coordinating Units for Economic Development" which establish linkages on a college district basis.

Colleges house economic development organizations on their campuses (21.62%), have state employment offices on the campuses (30.88%), and actually organize community-based economic development task

forces within the communities they serve (31.12%) (Table I, Questions 18, 20, and 30).

TECHNICAL ASSISTANCE

The Mid-Florida Research and Business Center of Daytona Beach Community College, Florida, supplies local economic and demographic data, conducts marketing research, and develops marketing plans for business and industry. The El Paso Community College Small Business Development Center in Texas provides growth and economic development opportunities for small businesses through training services, management counseling and technical assistance, resource information, and community support services.

In response to a recommendation from the Commission on the future of North Carolina, thirty-five (35) of the state's fifty-eight (58) community/technical colleges now have small business centers. The North Carolina commitment is to establish such centers at all of the remaining college campuses in the near future.

Center development, observed the Task Force, is gaining acceptance rapidly at colleges throughout the United States. These centers are providing a level of technical assistance never before available in community college districts. This service appears to be of particular importance in rural and urban geographic regions.

CUSTOMIZED TRAINING

Sixty-nine percent (69.83%) of the respondents provide "quick start" training of employees of new and expanding business and industry (Table I, Question 49).

The State of South Carolina has developed specialized, highly-technical programs to support industry's training needs at each of fifteen (15) postsecondary technical colleges. Tri-County Technical College at Pendleton, for example, is the site of the South Carolina Applied Microelectronics Center for Innovation.

The Center provides information and specialized training on the latest developments in applied microelectronics concepts, equipment, and reference materials.

Throughout the country, colleges are capitalizing on current and future trends for custom-in-house education, contract training, etc., in such areas as aircraft/airframe manufacturing, nuclear submarine assembly, quality control and managerial skills.

DIFFERENCES

The main differences between the responses of those colleges engaged in economic development activities and those who are not seem to be

a. the degree of involvement;

b. whether the involvement should be active or passive (such as "organizing, brokering, consulting, establishing, coordinating" vs. "providing space");

c. whether the involvement should be narrowly defined or clustered (such as in establishing "Centers");

d. whether the involvement should be essentially an internal effort of the college or whether it should concentrate on bridging the gap with already existing economic development efforts;

e. whether the involvement should involve personnel or functions of personnel; and,

f. whether the college should serve as a catalyst or performer of identified tasks.

ACCEPTANCE

The involvement of community colleges in economic development seems to be meeting

only limited resistance from state legislators, college boards, economic development agencies, college administrators and faculty. (In coping with the non-traditional characteristics of college-based economic development activity, management presents the greatest challenge.) The Task Force views such involvement in economic development to be non-controversial in nature. Legislators like it because business and professional groups do; business and industry like it because it leads to cost reduction and higher profits; economic development agencies like it because it makes their job easier; and, colleges like it because it sustains or increases enrollment.

CONCLUSION

This Task Force study confirms that a central issue among community, junior, and technical colleges is economic development. Colleges that appear to be the most actively involved in economic development activities are in states where a statewide initiative exists to encourage these activites, and, perhaps, more importantly, where state support is provided.

NCOE encourages colleges to assess the effectiveness of the economic development activities they administer.

The National Council for Occupational Education will continue to study economic development efforts in two-year colleges. To strengthen college participation in economic development, special workshops to discuss activities and strategies are planned.

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APPENDIX

It is the intention of the National Council for Occupational Education that the questionnaire and the tables (data) be utilized by graduate students, educators, professional organizations, and collegiate institutions as a basis for further study.

THE NATIONAL COUNCIL for OCCUPATIONAL EDUCATION

THE ROLE OF COMMUNITY COLLEGES IN ECONOMIC DEVELOPMENT

Directions: For EACH of the following economic development activities, please respond in BOTH the left and right columns. In the LEFT column, check (✓) whether YOUR college engages in this activity. In the RIGHT column, check (✓) your perception of the importance of these activities to ANY community college.

Does	Doesn't		Very Important	Important	Undecided	Unimportant	Very Unimportant
		1. Publicize involvement in economic development					
		2. Publish economic development mission statement					
		3. Designate economic development specialist					
		4. Appoint economic development committee					
		5. Publicize administrative commitment to support economic development activities					
		6. Encourage faculty involvement in economic development activities					
		7. Advocate student involvement in economic development activities					
		8. Promote economic development activities through advisory committees					
		9. Market commitment of governing board to economic development					
		10. Establish policy and procedure for economic development					
		11. Advise alumni on economic development activities					
		12. Evaluate effectiveness of economic development activities					
		13. Develop master plan for economic development					
		14. Educate faculty, staff, and administrators in fundamentals of economic development					
		15. Respond to requests from employers to support faculty upgrading of occupational skills through a back to business/industry program					
		16. Structure curricula relevant to manpower needs of local economy					
		17. Provide cooperative education opportunities in conjunction with business and industry					

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THE ROLE OF COMMUNITY COLLEGES IN ECONOMIC DEVELOPMENT

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Does	Doesn't		Very Important	Important	Undecided	Unimportant	Very Unimportant
		18. House economic development agency					
		19. Maintain technical library					
		20. Accommodate branch of state employment service					
		21. Provide training facilities for use by business and industry					
		22. Make local demographic database available to business, industry, and other agencies					
		23. Monitor and disseminate trends in technology					
		24. Extend technical assistance, managerial consulting services					
		25. Secure federal/state grants to conduct job-specific training for an individual business or industry					
		26. Train business, government or community-based agencies to prepare grants or obtain contracts					
		27. Use the Job Training Partnership Act to further local economic development					
		28. Establish linkage with local economic development agencies, i.e., Chamber of Commerce . . .					
		29. Administer linkage with state economic development agencies, i.e., Department of Commerce .					
		30. Organize community-based task force to foster economic growth and development					
		31. Promote educational/cultural services which appeal to prospective employees of new or expanding business or industry					
		32. Advise business and industry on training methods					
		33. Assist business and industry to determine minimum competencies required of current and future employees					

THE NATIONAL COUNCIL for OCCUPATIONAL EDUCATION

THE ROLE OF COMMUNITY COLLEGES IN ECONOMIC DEVELOPMENT

Directions: For EACH of the following economic development activities, please respond in BOTH the left and right columns. In the LEFT column, check (✓) whether YOUR college engages in this activity. In the RIGHT column, check (✓) your perception of the importance of these activities to ANY community college.

Does	Doesn't		Very Important	Important	Undecided	Unimportant	Very Unimportant
		34. Advise business and industry on ways to increase productivity					
		35. Seek cooperative ventures (financial or non-financial) with business, industry, labor, or other agencies to train employees					
		36. Operate small business growth and development center					
		37. Assist businesses to realize their international trade opportunities					
		38. Provide college placement service to students, alumni, business and industry					
		39. Forecast availability of graduates or leavers with entry-level skills					
		40. Disseminate information on state and federal programs which reimburse employers for on-the-job training of employees, i.e., WIN, TJTC, TRADE, JTPA					
		41. Recruit, test, screen and select new employees by agreement for on-the-job or job preparatory training					
		42. Assist industry to achieve equal access objectives of employment					
		43. Provide adult literacy training for employees and prospective workers					
		44. Teach the "how" of entrepreneurship					
		45. Offer comprehensive job preparatory certificates and degree training programs					
		46. Prepare individuals to obtain professional license or certification					
		47. Sponsor customized in-plant training for employees					
		48. Co-sponsor teleconference meetings, workshops, seminars, classes with economic development agencies, business and industry or professional associations					
		49. Administer "quick start" training of employees for new and expanding industry					

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Directions: For EACH of the following economic development activities, please respond in BOTH the left and right columns. In the LEFT column, check (✓) whether YOUR college engages in this activity. In the RIGHT column, check (✓) your perception of the importance of these activities to ANY community college.

Does	Doesn't		Very Important	Important	Undecided	Unimportant	Very Unimportant
		50. Lease training equipment to business and industry					
		51. Provide supplemental training for employees					
		52. Prepare workers for career changes					
		53. Assume responsibility of training targeted population groups, i.e., JTPA clients, WIN clients, displaced homemakers, minorities, etc.					
		54. Retrain displaced workers					
		55. Coordinate apprenticeship training for union and non-union organizations					
		56. Provide vocational rehabilitation counseling for employees, insurance companies, and handicapped persons					
		57. Serve as catalyst to establish local trade or professional associations					
		58. Provide training support for local trade or professional associations					
		59. Other (list):					

THE NATIONAL COUNCIL for OCCUPATIONAL EDUCATION

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Does	Doesn't		Very Important	Important	Undecided	Unimportant	Very Unimportant
		Other (Continued)					

Coding Data:

Your State_____

Your college annual full-time enrollment equivalent_____

Your college service district (check) rural___ urban___ metropolitan___

Your college position (check) faculty___ administrator___ staff___

Please return completed questionnaire to:

Robert W. Moses
NCOE Task Force on Economic Development
Indian River Community College
3209 Virginia Avenue
Fort Pierce, FL 33454-9003

TABLE I

COLLEGES WHICH ENGAGE IN ECONOMIC DEVELOPMENT ACTIVITIES

Activity	% of Total	Perception of Importance of Activity				
		Very Important	Important	Undecided	Unimportant	Very Unimportant
1. Publicize involvement in economic development. . .	85.99	57.24	27.79	0.71	0.24	0.00
2. Publish economic development mission statement . .	39.90	22.33	15.91	1.19	0.48	0.00
3. Designate economic development specialist.	47.27	33.97	12.59	0.71	0.00	0.00
4. Appoint economic development committee	23.99	11.88	10.21	1.90	0.00	0.00
5. Publicize administrative commitment to support of ecomonic development activities.	76.01	48.46	25.89	1.19	0.48	0.00
6. Encourage faculty involvement in economic development activities	77.43	36.34	38.00	2.61	0.48	0.00
7. Advocate student involvement in economic development activities	22.80	6.89	13.06	2.61	0.24	0.00
8. Promote economic development activities through advisory committees.	73.40	37.05	33.73	2.38	0.24	0.00
9. Market commitment of governing board to economic development.	50.12	26.37	21.38	1.90	0.48	0.00
10. Establish policy and procedure for economic development.	35.39	19.71	14.73	0.48	0.48	0.00
11. Advise alumni on economic development activities .	21.62	5.94	12.11	3.09	0.48	0.00
12. Evaluate effectiveness of economic development activities	51.78	27.79	23.28	0.71	0.00	0.00
13. Develop master plan for economic development . . .	21.38	11.88	9.26	0.24	0.00	0.00
14. Educate faculty, staff, and administrators in fundamentals of economic development	34.92	17.34	16.39	1.19	0.00	0.00
15. Respond to requests from employers to support faculty upgrading of occupational skills through a back to business/industry program.	67.22	50.36	15.91	0.71	0.24	0.00
16. Structure curricula relevant to manpower needs of local economy	95.72	79.10	16.15	0.24	0.24	0.00
17. Provide cooperative education opportunities in conjunction with business and industry	85.75	60.81	23.52	1.19	0.24	0.00
18. House economic development agency.	21.62	9.03	10.69	1.19	0.71	0.00
19. Maintain technical library	72.68	24.94	40.62	5.70	1.19	0.24
20. Accommodate branch of state employment service . .	30.88	8.55	17.81	4.04	0.48	0.00
21. Provide training facilities for use by business and industry	91.21	61.05	27.79	1.90	0.48	0.00
22. Make local demographic database available to business, industry, and other agencies	52.02	22.09	26.37	2.85	0.71	0.00
23. Monitor and disseminate trends in technology . . .	54.39	28.03	23.75	2.38	0.24	0.00
24. Extend technical assistance, managerial consulting services	77.67	41.33	33.73	2.61	0.00	0.00

TABLE I

COLLEGES WHICH ENGAGE IN ECONOMIC DEVELOPMENT ACTIVITIES

Activity	% of Total	Perception of Importance of Activity				
		Very Important	Important	Undecided	Unimportant	Very Unimportant
25. Secure federal/state grants to conduct job-specific training for an individual business or industry. .	84.32	57.72	23.99	2.38	0.24	0.00
26. Train business, government or community-based agencies to prepare grants or obtain contracts . .	27.79	11.16	15.20	0.71	0.71	0.00
27. Use the Job Training Partnership Act to further local economic development	86.70	50.83	31.12	3.56	1.19	0.00
28. Establish linkage with local economic development agencies, i.e., Chamber of Commerce.	95.49	74.35	19.71	1.19	0.24	0.00
29. Administer linkage with state economic development agencies, i.e., Department of Commerce	63.66	42.76	18.29	1.90	0.71	0.00
30. Organize community-based task force to foster economic growth and development	31.12	19.95	9.50	1.43	0.24	0.00
31. Promote educational/cultural services which appeal to prospective employees of new or expanding business or industry	81.95	45.37	34.44	1.66	0.48	0.00
32. Advise business and industry on training methods .	84.32	47.27	35.63	1.43	0.00	0.00
33. Assist business and industry to determine minimum competencies required of current and future employees.	66.98	37.53	27.79	1.19	0.48	0.00
34. Advise business and industry on ways to increase productivity	45.84	21.62	22.33	1.66	0.24	0.00
35. Seek cooperative ventures (financial or non-financial) with business, industry, labor or other agencies to train employees.	90.02	61.52	27.55	0.95	0.00	0.00
36. Operate small business growth and development center	42.28	28.03	12.11	2.14	0.00	0.00
37. Assist businesses to realize their international trade opportunities.	20.67	8.31	10.93	1.19	0.24	0.00
38. Provide college placement service to students, alumni, business and industry.	87.41	61.05	25.65	0.71	0.00	0.00
39. Forecast availability of graduates or leavers with entry-level skills	62.00	33.49	25.42	2.61	0.48	0.00
40. Disseminate information on state and federal programs which reimburse employers for on-the-job training of employees, i.e., WIN, TJTC, TRADE, and JTPA	58.67	25.89	28.98	3.09	0.71	0.00
41. Recruit, test, screen and select new employees by agreement for on-the-job or job preparation training.	42.99	19.00	22.33	1.43	0.24	0.00

TABLE I
COLLEGES WHICH ENGAGE IN ECONOMIC DEVELOPMENT ACTIVITIES

Activity	% of Total	Perception of Importance of Activity: Very Important	Important	Undecided	Unimportant	Very Unimportant
42. Assist industry to achieve equal access objectives of employment.	29.45	11.88	15.44	1.90	0.24	0.00
43. Provide adult literacy training for employees and prospective workers.	76.48	44.89	30.40	1.19	0.00	0.00
44. Teach the "how" of entrepreneurship.	66.27	32.30	30.64	3.33	0.00	0.00
45. Offer comprehensive job preparatory certificates and degree training programs	94.06	76.01	17.34	0.48	0.24	0.00
46. Prepare individuals to obtain professional license or certificate	95.96	70.78	24.94	0.24	0.00	0.00
47. Sponsor customized in-plant training for employees	86.94	68.41	18.29	0.24	0.00	0.00
48. Co-sponsor teleconference meetings, workshops, seminars, classes with economic development agencies, business and industry or professional associations	71.97	41.33	28.03	2.61	0.00	0.00
49. Administer "quick start" training of employees for new and expanding industry	69.83	51.78	17.58	0.48	0.00	0.00
50. Lease training equipment to business and industry.	12.11	4.51	5.23	1.66	0.71	0.00
51. Provide supplemental training for employees.	93.35	50.59	41.47	1.19	0.00	0.00
52. Prepare workers for career changes	94.06	62.00	31.12	0.71	0.24	0.00
53. Assume responsibility of training targeted population groups, i.e., JTPA clients, WIN clients, displaced homemakers, minorities, etc.	90.74	54.39	34.68	1.19	0.48	0.00
54. Retrain displaced workers	90.97	66.27	24.23	0.48	0.00	0.00
55. Coordinate apprenticeship training for union and non-union organizations	45.61	24.23	18.53	1.90	0.95	0.00
56. Provide vocational rehabilitation counseling for employees, insurance companies, and handicapped persons	51.78	19.71	27.79	3.56	0.71	0.00
57. Serve as catalyst to establish local trade or professional associations.	23.52	9.74	11.88	1.66	0.24	0.00
58. Provide training support for local trade or professional associations	66.51	29.22	32.30	4.04	0.95	0.00

TABLE II

COLLEGES WHICH DO NOT ENGAGE IN ECONOMIC DEVELOPMENT ACTIVITIES

Activity	% of Total	Perception of Importance of Activity				
		Very Important	Important	Undecided	Unimportant	Very Unimportant
1. Publicize involvement in economic development. . .	14.01	4.99	6.65	2.14	0.24	0.00
2. Publish economic development mission statement . .	60.10	9.03	27.08	19.47	4.28	0.24
3. Designate economic development specialist.	52.73	6.98	17.34	20.90	7.36	0.24
4. Appoint economic development committee	76.01	8.08	25.42	31.35	10.45	0.71
5. Publicize administrative commitment to support of ecomonic development activities.	23.99	4.28	12.11	6.65	0.95	0.00
6. Encourage faculty involvement in economic development activities	22.57	3.56	12.11	5.94	0.95	0.00
7. Advocate student involvement in economic development activities	77.20	4.04	19.24	38.48	13.06	2.38
8. Promote economic development activities through advisory committees.	26.60	2.61	11.64	9.74	2.61	0.00
9. Market commitment of governing board to economic development.	49.88	7.36	18.53	19.00	4.28	0.71
10. Establish policy and procedure for economic development.	64.61	12.83	25.42	20.67	4.99	0.71
11. Advise alumni on economic development activities .	78.38	5.46	27.08	32.78	11.64	1.43
12. Evaluate effectiveness of economic development activities	48.22	12.11	23.52	9.50	2.61	0.48
13. Develop master plan for economic development . . .	78.62	16.63	33.73	19.95	6.41	1.90
14. Educate faculty, staff, and administrators in fundamentals of economic development	65.08	16.63	32.30	12.59	3.56	0.00
15. Respond to requests from employers to support faculty upgrading of occupational skills through a back to business/industry program.	32.78	11.16	14.96	5.70	0.71	0.24
16. Structure curricula relevant to manpower needs of local economy	4.28	2.14	0.95	0.48	0.24	0.48
17. Provide cooperative education opportunities in conjunction with business and industry	14.25	3.56	5.70	3.09	1.43	0.48
18. House economic development agency.	78.38	2.85	12.59	34.20	24.70	4.04
19. Maintain technical library	27.32	3.09	9.50	9.26	5.23	0.24
20. Accommodate branch of state employment service . .	69.12	2.85	13.54	25.65	21.14	5.94
21. Provide training facilities for use by business and industry	8.79	2.61	3.56	2.38	0.24	0.00
22. Make local demographic database available to business, industry, and other agencies	47.98	3.80	20.43	19.48	3.80	0.48
23. Monitor and disseminate trends in technology . . .	45.61	7.13	18.05	15.44	4.99	0.00
24. Extend technical assistance, managerial consulting services	22.33	4.51	9/31	8.08	1.43	0.00

TABLE II

COLLEGES WHICH DO NOT ENGAGE IN ECONOMIC DEVELOPMENT ACTIVITIES

Activity	% of Total	Perception of Importance of Activity				
		Very Important	Important	Undecided	Unimportant	Very Unimportant
25. Secure federal/state grants to conduct job-specific training for an individual business or industry. .	15.68	3.80	5.70	4.51	1.43	0.24
26. Train business, government or community-based agencies to prepare grants or obtain contracts . .	72.21	5.70	23.75	31.35	10.21	1.19
27. Use the Job Training Partnership Act to further local economic development	13.30	2.61	4.99	4.28	1.19	0.24
28. Establish linkage with local economic development agencies, i.e., Chamber of Commerce.	4.51	2.38	1.90	0.24	0.00	0.00
29. Administer linkage with state economic development agencies, i.e., Department of Commerce	36.34	4.99	15.44	11.88	3.56	0.48
30. Organize community-based task force to foster economic growth and development	68.88	9.03	25.42	26.13	7.13	1.19
31. Promote educational/cultural services which appeal to prospective employees of new or expanding business or industry	18.05	4.04	8.08	4.75	1.19	0.00
32. Advise business and industry on training methods .	15.68	3.80	5.94	5.46	0.48	0.00
33. Assist business and industry to determine minimum competencies required of current and future employees.	33.02	6.89	15.68	9.50	0.95	0.00
34. Advise business and industry on ways to increase productivity	54.16	4.75	19.71	24.94	4.51	0.24
35. Seek cooperative ventures (financial or non-financial) with business, industry, labor or other agencies to train employees.	9.98	2.14	4.04	3.56	0.24	0.00
36. Operate small business growth and development center	57.72	11.40	26.13	15.68	4.51	0.00
37. Assist businesses to realize their international trade opportunities.	79.33	6.41	24.70	34.92	11.40	1.90
38. Provide college placement service to students, alumni, business and industry.	12.59	4.51	6.41	0.95	0.48	0.24
39. Forecast availability of graduates or leavers with entry-level skills	38.00	8.08	18.76	9.26	1.66	0.24
40. Disseminate information on state and federal programs which reimburse employers for on-the-job training of employees, i.e., WIN, TJTC, TRADE, and JTPA	41.33	4.51	15.20	15.91	4.75	0.95
41. Recruit, test, screen and select new employees by agreement for on-the-job or job preparation training.	57.01	5.23	19.24	23.52	8.55	0.48

TABLE II
COLLEGES WHICH DO NOT ENGAGE IN ECONOMIC DEVELOPMENT ACTIVITIES

Activity	% of Total	Perception of Importance of Activity: Very Important	Important	Undecided	Unimportant	Very Unimportant
42. Assist industry to achieve equal access objectives of employment.	70.55	5.23	19.71	34.92	10.21	0.48
43. Provide adult literacy training for employees and prospective workers.	23.52	4.75	10.21	6.18	1.90	0.48
44. Teach the "how" of entrepreneurship.	33.73	5.94	15.91	9.98	1.90	0.00
45. Offer comprehensive job preparatory certificates and degree training programs	5.94	1.43	2.14	2.38	0.00	0.00
46. Prepare individuals to obtain professional license or certificate	4.04	0.95	1.43	0.95	0.71	0.00
47. Sponsor customized in-plant training for employees	13.06	4.28	5.94	2.61	0.24	0.00
48. Co-sponsor teleconference meetings, workshops, seminars, classes with economic development agencies, business and industry or professional associations	28.03	4.04	11.40	10.69	1.90	0.00
49. Administer "quick start" training of employees for new and expanding industry	30.17	9.26	11.64	8.31	0.48	0.48
50. Lease training equipment to business and industry.	87.89	3.09	13.78	39.43	26.60	4.99
51. Provide supplemental training for employees.	6.65	1.90	3.33	0.95	0.48	0.00
52. Prepare workers for career changes	5.94	2.38	2.38	1.19	0.00	0.00
53. Assume responsibility of training targeted population groups, i.e., JTPA clients, WIN clients, displaced homemakers, minorities, etc.	9.26	1.66	4.28	2.61	0.71	0.00
54. Retrain displaced workers	9.03	3.33	4.28	0.95	0.48	0.00
55. Coordinate apprenticeship training for union and non-union organizations	54.39	5.94	18.05	21.14	7.36	1.90
56. Provide vocational rehabilitation counseling for employees, insurance companies, and handicapped persons	48.22	3.56	13.06	23.52	6.41	1.66
57. Serve as catalyst to establish local trade or professional associations.	76.48	4.28	16.15	33.97	18.05	4.04
58. Provide training support for local trade or professional associations	33.49	3.33	10.69	14.49	4.28	0.71

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